

VISIT...

LANZAROTE
Caliente.COM

MATERIALS

Game cards;
Game board

Sound Discrimination: Medial Sounds



5–8 minutes

Say the words *mend* and *spell* and tell the child that the words have the same sound in the middle: /e/. Have the child repeat the words and the middle sound.

Say the following words: *them/beep/bet*. Have the child repeat the words and tell you which two words have the same sound in the middle.

Repeat the steps with the following words, one group at a time: *clip/crib/let*; *house/moon/food*; *cube/cut/flute*; *lash/cap/cup*; *price/five/drove*. Have the child tell you the sound that is the same.

Say the following sentence slowly, emphasizing the long /ī/ sound in the middle of the words, and ask the child to clap every time he/she hears long /ī/: *Five tired mice like to eat rice with lime on the ice*. Repeat for the sound of long /ō/: *The bold goat ate the rose, the rope, and Joan's cloak on the pole*.

Name each picture on the game cards with the child: *bug, cup, gum, hen, bell, pen, rake, plane, bike, bride, pine, coat, bow, goat, bat, cap*. Then name each picture on the game board: *rug, boat, cat, kite, bed, cake*. Have the child see how fast he/she can sort the game cards into the bags according to the middle sound in the picture name. Repeat if time permits.

Blend Phonemes



2–3 minutes

Tell the child that you are going to say a word slowly by stretching out the sounds: /b/ /lll/ /ēēē/ /ch/. Stretch the sounds except for the /b/ and /ch/. Then tell the child that you are going to blend the sounds together to say the word: *bleach*. Repeat one more time, having the child listen carefully.

Tell the child that you will say the sounds of some words and that you want him/her to blend them together to say the word. Say each sound slowly and distinctly.

tutor: /f/ /l/ /ā/ /m/; **child:** *flame*

tutor: /sh/ /u/ /t/; **child:** *shut*

tutor: /d/ /r/ /i/ /p/; **child:** *drip*

tutor: /th/ /i/ /n/ /k/; **child:** *think*

tutor: /s/ /t/ /r/ /ī/ /v/; **child:** *strive*

MATERIALS

**Workmat;
Counters**

**Read-aloud
book**

Segment Phonemes



5–8 minutes

Say the word *make*. Tell the child that you can segment the word into its sounds: /m/ /ā/ /k/. Tell the child that there are three sounds in *make*. Have the child segment the word *make* into its three sounds.

Give the child the workmat and four counters. Have the child line up the counters under the four boxes on the workmat. Say the word *close*. Have the child repeat the word and push a counter into a box for each sound he/she hears in the word. If the child has difficulty, demonstrate how to push the counters as you say the sounds: /c/ /l/ /ō/ /z/.

Repeat the steps with the words *sit*, *ham*, *get*, *run*, and *bad*.

Say the following words one at a time, and have the child repeat the words, segment the sounds, and tell you how many sounds he/she hears in each word.

tutor: *file*; **child:** /f/ /ī/ /l/ (3)

tutor: *lake*; **child:** /l/ /ā/ /k/ (3)

tutor: *pit*; **child:** /p/ /i/ /t/ (3)

tutor: *frame*; **child:** /f/ /r/ /ā/ /m/ (4)

tutor: *slap*; **child:** /s/ /l/ /a/ /p/ (4)

tutor: *said*; **child:** /s/ /e/ /d/ (3)

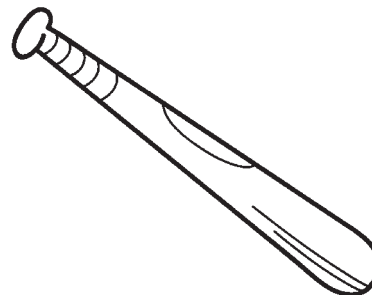
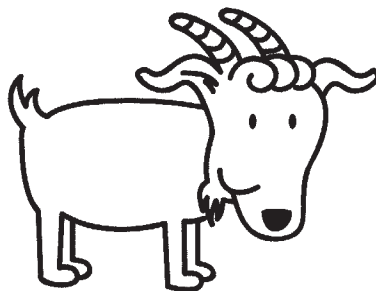
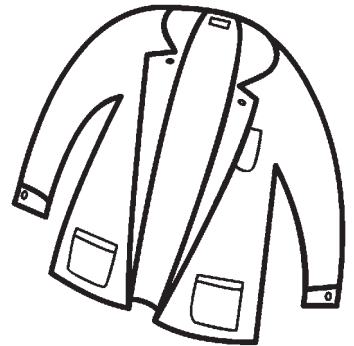
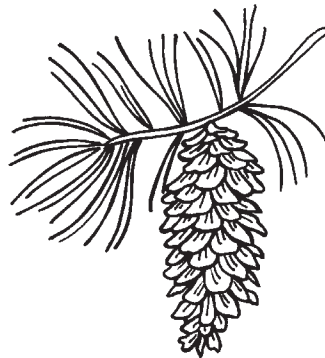
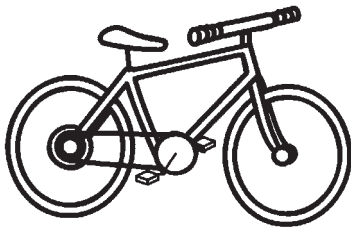
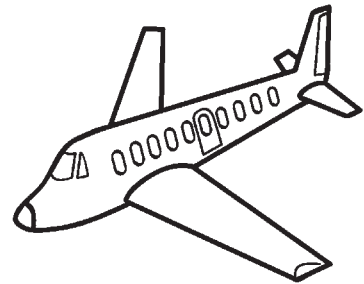
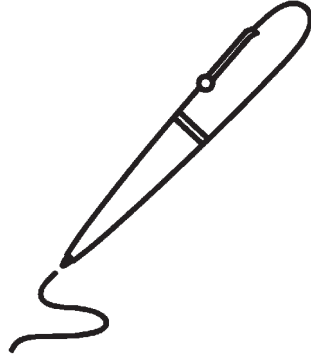
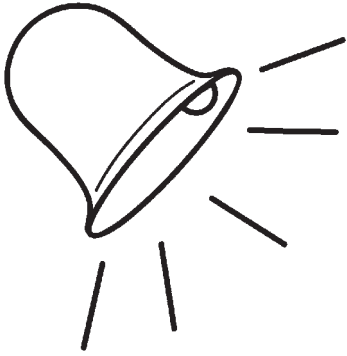
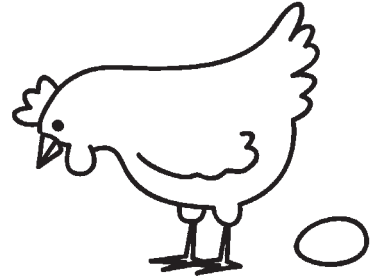
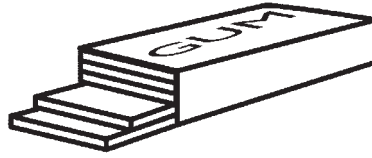
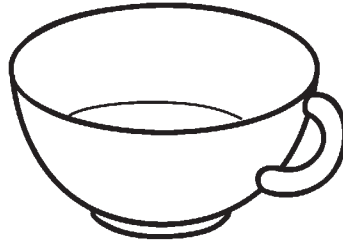
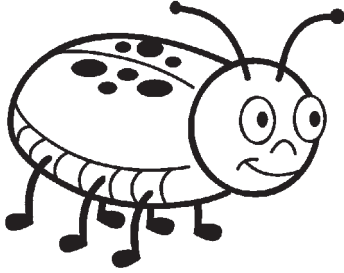
tutor: *go*; **child:** /g/ /ō/ (2)

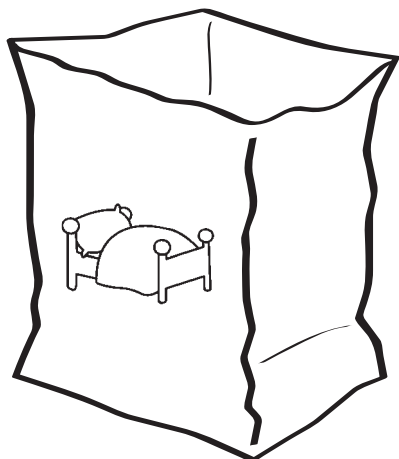
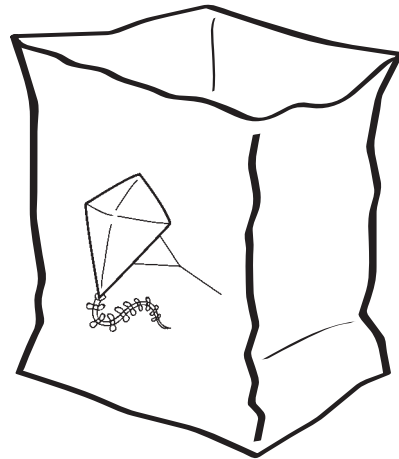
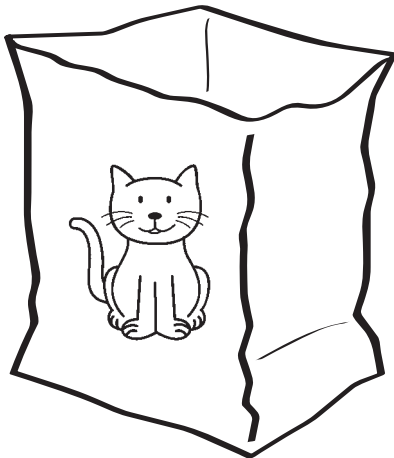
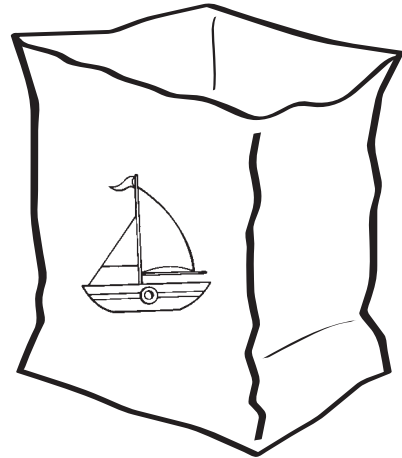
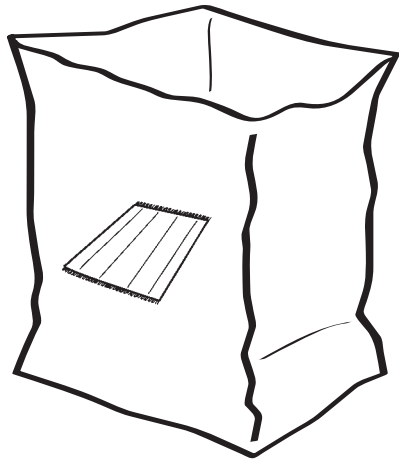
tutor: *sled*; **child:** /s/ /l/ /e/ /d/ (4)

Optional Listening Activity

Read the book *Katie and Kenny's Creations* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /k/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What happened at the beginning of the story? Then what happened? How did the story end?*





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